Technical Report:

2005 Ministry of Education Graduate Transition Survey

Fall 2005

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Executive Summary

Since 2001, the Ministry of Education has conducted telephone surveys of high school graduates from the previous school year. Selection of participants was by simple random sample. This report examines responses to the 2005 survey, which contains several new multiple-response questions that have not been used in any previous years. A subset of the questions remains consistent across time. An analysis of these consistent questions is available in "Technical Report: Comparison of 2003, 2004, 2005 - Ministry of Education Graduate Transition Survey".

Findings

Preparation for Post-Secondary Education

- 71% of respondents agreed or strongly agreed that their high school education prepared them ***academically*** for post-secondary education.
- Fewer graduates, just over half (60%), agreed or strongly agreed that their high school education gave them the necessary ***life skills*** for post-secondary education.

Transition to Post-Secondary Education

- 74% of respondents indicated that they had taken some post-secondary education in the past year (Calculated from those who reported full- or part-time study as their main activity during the past year, or who reported taking some form of post-secondary training).
- 58% of the respondents indicated that their main activity in the past year was attending school full time.
- 2% of the respondents indicated that their main activity in the past year was attending school part time.
- 30% of respondents took one or more post-secondary courses in the past year even though their main activity was not attending school.

Preparation for Employment

- Overall, 47% of respondents agreed or strongly agreed that their high school education gave them the necessary ***work skills*** for employment.
- 58% of respondents agreed or strongly agreed that their high school education gave them the necessary ***life skills*** for employment.

Transition to Employment

- Most graduates (85%) who did not go directly on to post-secondary education entered the workforce.
- 31% of graduates reported working (full or part time) as their main activity during the past year.
- 0.9% was the calculated unemployment rate (Calculated from those respondents who are seeking work, divided by those who are working, in apprenticeship, working and studying, or seeking work).

Gender Differences

- 12% more females than males report studying full time as their main activity. 11% more males than females report working as their main activity.
- 19% more males report working over 31 hours a week than females.
- 4% more females than males reported that they would return to post-secondary studies in September 2004.
- 2% more females than males reported attending a university.

Regional Differences

- 17% more graduates from the Lower Mainland report studying full time as their main activity. 16% more graduates from other regions report working as their main activity.
- 12% more respondents from outside the Lower Mainland report working over 31 hours a week than those from the Lower Mainland.
- 4% more respondents from outside the Lower Mainland reported that they would return to post-secondary studies in September 2005.
- 14% more respondents from the Lower Mainland reported attending a university.

Methodology

In 2005, the Ministry of Education contracted R.A. Malatest and Associates Ltd. (the Consultant) to conduct surveys of graduates from the previous school year, in order to examine transition to post-secondary education (PSE) and employment. The surveys were administered by telephone. In 2005, 1000 graduates were contacted. Selection of participants was by simple random sample. Sampling error, 19 times out of 20, was 3.1%. A copy of the survey instrument can be found in Appendix A.

The Ministry of Education provided a randomly sampled list of 4800 graduates with names and addresses to the contractor. All respondents in the sample were to be graduates of a British Columbia High School in the 2003/2004 year. The Consultant submitted the sample list to Dominion Directory to obtain telephone numbers. It was not possible to obtain telephone numbers for all 4,800 names. The sample was returned to the Consultant with telephone number matches for 2,982 names. These 2,982 names were then uploaded into the CATI system for survey administration.

Students who have experienced greater problems making the transition beyond secondary education may be more mobile, and there was some concern that the unavailable telephone numbers may introduce some sampling bias. However, it is not felt that the data are without value, but that interpretations should be conservative. From the list of 2,982 successfully matched phone numbers, 1000 surveys were completed. Details of the call status are provided in the table below.

Table 1: Final Call Status and Response Rates

Call Status	Number	Percent of Sample (Valid Response Rate)
Survey Completions	1,000	34% (41%)
Respondent Refusal	86	(4%)
Call Again/Appt. Made	1,304	(53%)
Language/Communication Problem	5	(<1%)
Moved (toll-free number left)	45	(2%)
Subtotal (Valid Sample)	**2,440**	**82%**
Not in Service	322	11%
Moved/Travel	28	1%
Fax/Modem/Business	1	<1%
No Answer	187	6%
Non-Qualifier	3	<1%
Deceased	1	<1%
Total Sample	**2,982**	**100%**

Section 1: Main Activities

Table 2: "During the past year, what was your main activity?"

	Frequency	Percent
Attending school - full time	582	58%
Attending school - part time	18	2%
Upgrading high school	5	1%
Working	307	31%
Apprenticeship	4	<1%
Work and study part time	34	3%
Unemployed and looking for work	3	<1%
Unemployed and not looking for work	3	<1%
Traveling	19	2%
Volunteering	2	<1%
Taking care of family or household/homemaker	7	<1%
Long-term illness/sick/disability	3	<1%
Playing sports	11	1%
Other	2	<1%
Total	1000	100%

(Asked of all respondents)

Table 2, above, shows that more than half of respondents (58%) were attending school full time during the last year. The next most commonly reported activity is "working". These two activities account for nearly 90% of all responses.

1.1 Main Activities by Gender

Table 3: "During the past year, what was your main activity?" by Gender

	Gender		Total
	Female	Male	
Attending school - full time	64%	52%	58%
Attending school - part time	2%	1%	2%
Upgrading high school	<1%	1%	1%
Working	25%	36%	31%
Apprenticeship	0%	1%	<1%
Work and study part time	3%	4%	3%
Unemployed and looking for work	<1%	<1%	<1%
Unemployed and not looking for work	<1%	<1%	<1%
Traveling	2%	2%	2%
Volunteering	<1%	0%	<1%
Taking care of family or household/homemaker	1%	0%	1%
Long-term illness/sick/disability	<1%	0%	<1%
Playing sports	<1%	2%	1%
Other	<1%	<1%	<1%
Total	100%	100%	100%

(Asked of all respondents)

When respondents' main activity during the past year is examined for males and females, more pronounced differences become apparent. The percentage of full time school attendance differs substantially between males and females, with nearly 12% more females than males reporting full-time attendance. Similarly, there are consistently more males who report working as their main activity – over 11% more males than females (see above, Table 3).

Other gender differences exist as well. For instance, a small percentage of males reported working in an apprenticeship, while no females reported the same. Similarly, no males reported volunteering, taking care of a family, or not working due to long-term illness or disability, while a small percentage of females reported each of these. Males were also more likely than females to be playing sports. These differences may only reflect sampling error, however. Interestingly, more females than males reported working overall (74% compared to 71%; see Table 4, below).

Table 4: "Are you currently working?" by Gender

	Gender		Total
	Female	Male	
Yes	74%	71%	73%
No	26%	29%	27%
Total	100%	100%	100%

(Asked of all respondents except those who indicated that their main activity was working.)

Table 5: "How many hours per week do you work on average, at your main job?" by Gender

	Gender		Total
	Female	Male	
< 10 hours	5%	3%	4%
11-20 hours	18%	11%	14%
21-30 hours	26%	17%	21%
31-40 hours	44%	51%	48%
> 40 hours	6%	18%	12%
Don't know	<1%	<1%	<1%
Total	100%	100%	100%

(Asked of all respondents who indicated that they were currently working, whether or not working was their main activity.)

Over 60% of respondents were working 31 or more hours per week. More males than females were working 31 or more hours per week (69% versus 50%; see Table 5, above).

Table 6: "Since graduating from high school, have you at any time taken a post-secondary education, training course, or program?" by Gender

	Gender		Total
	Female	Male	
Yes	29%	27%	28%
No	71%	73%	72%
Total	100%	100%	100%

(Asked of all respondents except those who indicated that their main activity was attending school, either full- or part-time.)

Of those respondents who were not studying full- or part- time as their main activity last year, nearly 30% report having taken some post-secondary education. Females are a little more likely to have taken some post-secondary

education (29%, compared to 27% for males; see Table 6, above). These differences may only reflect sampling error. In total, 74% of all respondents indicated that they had taken some sort of post-secondary education, whether it was a course of the type queried in this question, or regular full- or part-time study.

Table 7: "Which of the following best describes your post-secondary status?" by Gender

	Gender		Total
	Female	Male	
Completed a post-secondary education course	6%	5%	6%
Returning to post-secondary studies in September	73%	69%	71%
Returning to post-secondary studies in January	1%	1%	1%
Currently attending a post-secondary institution	15%	16%	15%
On a waiting list	<1%	1%	<1%
Enrolled and withdrawn from a post-secondary institution	4%	7%	5%
Taking a year off	1%	1%	1%
Other	1%	<1%	1%
Total	100%	100%	100%

(Asked of all respondents who indicated that they were taking or at some point had taken some post-secondary education or training.)

Examining post-secondary status by gender, just under 4% more females than males reported that they would be returning to post-secondary studies in September – see Table 7, above. Approximately 3% more males had enrolled and withdrawn from a post-secondary institution than females.

Table 8: Kind of post-secondary institution by Gender

	Gender		Total
	Female	Male	
College	22%	23%	22%
University-College	20%	17%	19%
University	37%	35%	36%
Institute	3%	8%	5%
Other	0%	1%	1%
A private BC post-secondary training institution	7%	5%	6%
A post-secondary education institution outside of BC	11%	10%	11%
Total	100%	100%	100%

(Asked of all respondents who indicated that they were taking or at some point had taken some post-secondary education or training.)

Approximately 2% more females than males reported attending university, and a similar difference was found with regard to university-college attendance. Males were more likely than females to be attending an institute or a college (4% and 1% more likely, respectively; see Table 8, above).

When asked about what would be their main activity this coming September, 9% more females than males reported that they would be attending school full time in September 2005. Just over 8% more males than females reported that they would be working. No women reported expecting an apprenticeship in the fall, while 4% of males did (see Table 9, below).

Table 9: "What do you expect your main activity will be this coming September?" by Gender

	Gender		Total
	Female	Male	
Attending school full time	69%	60%	65%
Attending school part time	3%	3%	3%
Upgrading high school	<1%	0%	<1%
Working	18%	26%	22%
Apprenticeship	0%	4%	2%
Work and study part time	6%	5%	5%
Unemployed and looking for work	0%	<1%	<1%
Unemployed and not looking for work	0%	<1%	<1%
Traveling	2%	1%	1%
Volunteering	<1%	0%	<1%
Taking care of family or household/homemaker	1%	0%	<1%
Playing sports	0%	1%	1%
Don't know	1%	<1%	1%
Total	100%	100%	100%

(Asked of all respondents)

1.2 Main Activities by Region

More respondents from the Lower Mainland were attending school full- or part-time than in other regions of British Columbia (66% compared to 49%; see Table 10, below). Following this trend, fewer respondents from the Lower Mainland reported working as their main activity in the past year (26% compared to 38%).

Table 10: "During the past year, what was your main activity?" by Graduation Region

	Graduation Region		Total
	Lower Mainland	Other	
Attending school - full time	64%	48%	58%
Attending school - part time	2%	1%	2%
Upgrading high school	1%	1%	1%
Working	26%	38%	31%
Apprenticeship	<1%	1%	<1%
Work and study part time	3%	4%	4%
Unemployed and looking for work	<1%	<1%	<1%
Unemployed and not looking for work	<1%	1%	<1%
Traveling	1%	3%	2%
Volunteering	0%	1%	<1%
Taking care of family or household/homemaker	0%	2%	1%
Long-term illness/sick/disability	<1%	1%	<1%
Playing sports	1%	1%	1%
Other	<1%	<1%	<1%
Total	100%	100%	100%

(Asked of all respondents)

Not surprisingly, 16% more respondents from other regions reported that they were currently working (see Table 11, below).

Table 11: "Are you currently working?" by Graduation Region

	Graduation Region		Total
	Lower Mainland	Other	
Yes	68%	84%	73%
No	32%	16%	27%
Total	100%	100%	100%

(Asked of all respondents except those who indicated that their main activity was working.)

Similarly, a greater proportion of respondents from outside the Lower Mainland were working more than 31 hours a week (67% compared to 55%; see Table 12, below).

Table 12: "How many hours per week do you work on average, at your main job?" by Graduation Region

	Graduation Region		Total
	Lower Mainland	Other	
< 10 hours	5%	2%	4%
11-20 hours	17%	11%	14%
21-30 hours	23%	19%	21%
31-40 hours	44%	53%	48%
> 40 hours	11%	14%	12%
Don't know	<1%	<1%	<1%
Total	100%	100%	100%

(Asked of all respondents who indicated that they were working, whether or not this was their main activity.)

Table 13: "Since graduating from high school, have you at any time taken a post-secondary education, training course, or program?" by Graduation Region

	Graduation Region		Total
	Lower Mainland	Other	
Yes	34%	23%	28%
No	66%	78%	72%
Total	100%	100%	100%

(Asked of all respondents except those who indicated that their main activity was attending school, either full- or part-time.)

Among respondents who were not attending school, a greater proportion from the Lower Mainland had at one point taken a post-secondary course of some kind (34% compared to 23%; see Table 13, above).

Turning to post-secondary status amongst those respondents who were attending school, slightly more respondents from outside the Lower Mainland reported that they would be returning to post-secondary studies in September (74% compared to 70%). A full 15% more respondents from outside the Lower Mainland reported that they were currently attending a post-secondary institution (see Table 14, below).

Table 14: "Which of the following best describes your post-secondary status?" By Graduation Region

	Graduation Region		Total
	Lower Mainland	Other	
Completed a post-secondary education course	4%	10%	6%
Returning to post-secondary studies in September	70%	74%	71%
Returning to post-secondary studies in January	1%	1%	1%
Currently attending a post-secondary institution	20%	5%	15%
On a waiting list	0%	1%	<1%
Enrolled and withdrawn from a post-secondary institution	5%	7%	5%
Taking a year off	<1%	2%	1%
Other	1%	0%	1%
Total	100%	100.0%	100%

(Asked of all respondents who indicated that they were taking or at some point had taken some post-secondary education or training.)

Table 15: Kind of post-secondary institution by Graduation Region

	Graduation Region		Total
	Lower Mainland	Other	
College	21%	25%	22%
University-College	19%	19%	19%
University	41%	27%	36%
Institute	7%	2%	5%
Other	1%	1%	1%
A private BC post-secondary training institution	5%	9%	7%
A post-secondary education institution outside of BC	7%	17%	11%
Total	100%	100%	100%

(Asked of all respondents who indicated that they were taking or at some point had taken some post-secondary education or training.)

More respondents from the Lower Mainland reported attending a university (41% compared to 27%), while 4% more from outside the Lower Mainland reported attending a college. Those living outside the Lower Mainland were also more likely to attend a private post-secondary institution (9% compared to 5%) or a post-secondary education institution outside of the province (17% compared to 7%), while 5% more respondents from the Lower Mainland reported attending an institute than did their counterparts from outside the region (see Table 15, above).

When asked about their expected main activity for the coming year, more respondents from the Lower Mainland reported that they expected to be attending post-secondary studies full- or part-time (70% compared to 57%). More respondents from other regions reported that they expected to be working than did respondents from the Lower Mainland (12% more; see Table 16, below).

Table 16: "What do you expect your main activity will be this coming September?" by Graduation Region

	Graduation Region		Total
	Lower Mainland	Other	
Attending school full time	70%	57%	65%
Attending school part time	3%	3%	3%
Upgrading high school	0%	1%	<1%
Working	17%	29%	22%
Apprenticeship	2%	3%	2%
Work and study part time	6%	4%	5%
Unemployed and looking for work	<1%	0%	<1%
Unemployed and not looking for work	<1%	0%	<1%
Traveling	2%	1%	1%
Volunteering	0%	<1%	<1%
Taking care of family or household/homemaker	0%	1%	<1%
Playing sports	<1%	1%	1%
Don't know	<1%	1%	1%
Total	100%	100%	100%

(Asked of all respondents)

Section 2: School Preparation for Further Education

2.1 School Preparation by Gender

Table 17: "The courses and programs I took in high school helped me decide on a specific program of post-secondary studies" by Gender

	Gender		Total
	Female	Male	
Strongly Disagree	5%	10%	8%
Somewhat Disagree	23%	16%	19%
Neutral	29%	28%	28%
Agree	28%	33%	30%
Strongly Agree	16%	13%	14%
No response	0%	<1%	<1%
Total	100%	100%	100%

(Asked of all respondents who indicated that they were taking or at some point had taken some post-secondary education or training.)

The percentage of respondents who agreed or strongly agreed that their high school courses helped them decide on a specific program of post-secondary studies is very similar for both females and males (44% and 46% respectively; see Table 17, above. Differences may be due to sampling error). Approximately one-quarter of all respondents (27%) reported that they strongly disagreed or disagreed with this statement.

Table 18: "My school provided me with information about careers and/or post-secondary training opportunities related to the trades" by Gender

	Gender		Total
	Female	Male	
Strongly Disagree	7%	5%	6%
Somewhat Disagree	14%	13%	13%
Neutral	28%	23%	25%
Agree	32%	38%	35%
Strongly Agree	20%	21%	20%
Don't know	<1%	<1%	<1%
No response	0%	<1%	<1%
Total	100%	100%	100%

(Asked of all respondents)

Males were a little more likely to agree or strongly agree that their school provided them with information about careers and/or post-secondary training opportunities related to the trades (59% versus 54%; see Table 18, above).

Table 19: "My high school education prepared me academically for post-secondary education" by Gender

	Gender		Total
	Female	Male	
Strongly Disagree	2%	3%	3%
Somewhat Disagree	6%	7%	7%
Neutral	16%	21%	18%
Agree	47%	44%	45%
Strongly Agree	28%	24%	26%
Don't know	1%	1%	1%
No response	0%	<1%	<1%
Total	100%	100%	100%

(Asked of all respondents)

When academic preparation for post-secondary education is examined by gender, females responded more positively than males: 75% of females compared to 68% of males agreed or strongly agreed with this statement (see Table 19, above).

Table 20: "My high school education gave me the necessary life skills for post-secondary education" by Gender

	Gender		Total
	Female	Male	
Strongly Disagree	3%	3%	3%
Somewhat Disagree	10%	11%	11%
Neutral	27%	25%	26%
Agree	38%	42%	40%
Strongly Agree	22%	18%	20%
Don't know	<1%	<1%	<1%
No response	0%	<1%	<1%
Total	100%	100%	100%

(Asked of all respondents)

There is no difference in response between males and females agreeing or strongly agreeing that school provided life skills preparation for post-secondary education (60% of respondents in both groups; see Table 20, above).

When asked how their school might have better prepared them for further education, the most common requests were for better information about the skills needed – e.g. study skills, budgeting (19% of respondents); better information about career options (19% of respondents); better selection of studies/courses (15%); more advanced levels of studies/courses (13%); and more information about program requirements (9%). See Appendix B for the complete responses to this question.

2.2 School Preparation by Region

Table 21: "The courses and programs I took in high school helped me d ide on a specific program of post-secondary studies" by Graduation Region

	Graduation Region		Total
	Lower Mainland	Other	
Strongly Disagree	7%	9%	8%
Somewhat Disagree	20%	19%	20%
Neutral	28%	28%	28%
Agree	32%	27%	30%
Strongly Agree	13%	17%	14%
No response	0%	<1%	<1%
Total	100%	100%	100%

(Asked of all respondents who indicated that they were taking or at some point had taken some post-secondary education or training.)

There was very little difference between the number of respondents from outside of the Lower Mainland and those inside that region who agreed or strongly agreed that the courses and programs they took in high school helped them decide on a specific program of post-secondary studies (44% and 45% respectively; see Table 21, above. Differences may be due to sampling error).

Table 22: "My school provided me with information about careers and/or post-secondary training opportunities related to the trades" by Graduation Region

	Graduation Region		Total
	Lower Mainland	Other	
Strongly Disagree	6%	5%	6%
Somewhat Disagree	12%	16%	13%
Neutral	28%	21%	25%
Agree	35%	35%	35%
Strongly Agree	19%	22%	20%
Don't know	<1%	1%	<1%
No response	0%	<1%	<1%
Total	100%	100%	100%

(Asked of all respondents)

There was a slight difference between the regions with regard to the percentage of respondents who agreed that their school had provided them with information about the trades (54% in the Lower Mainland, compared to 57% for other regions; see Table 22, above).

Table 23: "My high school education prepared me academically for post-secondary education" by Graduation Region

	Graduation Region		Total
	Lower Mainland	Other	
Strongly Disagree	3%	2%	3%
Somewhat Disagree	7%	7%	7%
Neutral	17%	20%	18%
Agree	46%	44%	45%
Strongly Agree	27%	25%	26%
Don't know	1%	1%	1%
No response	0%	<1%	<1%
Total	100%	100%	100%

(Asked of all respondents)

More respondents from the Lower Mainland agreed or strongly agreed that their high school education had prepared them academically for post-secondary education (73% compared to 69%; see Table 23, above).

Very little difference was reported between those respondents from the Lower Mainland and those from other regions who agreed or strongly agreed that their high school education gave them the life skills for post-secondary education (60% and 59% respectively). These differences may be due to sampling error (see Table 24, below).

Table 24: "My high school education gave me the necessary life skills for post-secondary education" by Graduation Region

	Graduation Region		Total
	Lower Mainland	Other	
Strongly Disagree	3%	3%	3%
Somewhat Disagree	11%	10%	11%
Neutral	26%	27%	26%
Agree	42%	37%	40%
Strongly Agree	18%	22%	20%
Don't know	<1%	<1%	<1%
No response	<1%	0%	<1%
Total	100%	100%	100%

(Asked of all respondents)

Section 3: School Preparation for Employment

3.1 School Preparation by Gender

When work skill preparation for employment is examined by gender, females had a slightly higher likelihood of agreeing or strongly agreeing with the statement that their high school education gave them the necessary work skills for employment (49% compared to 45% for males; see Table 25, below).

Table 25: "My high school education gave me the necessary work skills for employment" by Gender

	Gender		Total
	Female	Male	
Strongly Disagree	5%	6%	5%
Somewhat Disagree	14%	17%	15%
Neutral	32%	32%	32%
Agree	34%	34%	34%
Strongly Agree	15%	11%	13%
Don't know	1%	<1%	<1%
No response	<1%	0%	<1%
Total	100%	100%	100%

(Asked of all respondents)

More females than males agreed or strongly agreed that their high school education gave them the necessary life skills for employment (61% compared to 54%; see Table 26, below).

Table 26: "My high school education gave me the necessary life skills for employment" by Gender

	Gender		Total
	Female	Male	
Strongly Disagree	2%	3%	3%
Somewhat Disagree	9%	11%	10%
Neutral	28%	32%	30%
Agree	46%	42%	44%
Strongly Agree	15%	12%	14%
Don't know	<1%	0%	<1%
Total	100%	100%	100%

(Asked of all respondents)

When asked how their school might have better prepared them for employment, the most common request was for more opportunities for work experience (22% of respondents); followed by better education about work-related skills (18% of respondents); better career education in school (15%); better education about job search skills (11%); and more trade or work-related and technical courses (10%). See Appendix B for the complete responses to these questions.

3.2 School Preparation by Region

When work skill preparation is examined by region, respondents graduating outside of the Lower Mainland report agreeing or strongly agreeing with the statement that their high school education gave them the work skills necessary for employment than respondents in the Lower Mainland (51% compared to 44%; see Table 27, below).

Table 27: "My high school education gave me the necessary work skills for employment" by Graduation Region

	Graduation Region		Total
	Lower Mainland	Other	
Strongly Disagree	5%	5%	5%
Somewhat Disagree	18%	11%	16%
Neutral	32%	31%	32%
Agree	34%	33%	34%
Strongly Agree	10%	18%	13%
Don't know	<1%	1%	<1%
No response	<1%	0%	<1%
Total	100%	100%	100%

(Asked of all respondents)

Similarly, 4% more respondents graduating outside of the Lower Mainland reported that their education gave them the necessary life skills for employment, compared to graduates from the Lower Mainland (see Table 28, below).

Table 28: "My high school education gave me the necessary life skills for employment" by Graduation Region

	Graduation Region		Total
	Lower Mainland	Other	
Strongly Disagree	2%	3%	3%
Somewhat Disagree	10%	10%	10%
Neutral	31%	28%	30%
Agree	45%	41%	44%
Strongly Agree	11%	19%	14%
Don't know	<1%	0%	<1%
Total	100%	100%	100%

(Asked of all respondents)

Section 4: Aids and Hindrances to Reaching Graduation

Table 29: "What at school was most important in helping you to reach graduation?" by "How or why did this help you graduate?"

"What at school helped you graduate?"	"How did this help you graduate?"									Total
	Moral Support	Motivation/ Discipline	Practical Help	Practical Skills	Goal Setting	Future Prep/ Planning	Other	Don't Know	No Response	
Teachers	318	418	395	77	73	121	47	1	1	573
	33%	43%	40%	8%	7%	12%	5%	<1%	<1%	59%
Friends	170	139	101	20	13	22	8	0	0	166
	17%	14%	10%	2%	1%	2%	1%	0%	0%	17%
Parents/ Other Family	181	181	84	14	29	35	7	1	0	186
	19%	19%	9%	1%	3%	4%	1%	<1%	0%	19%
Self	49	203	52	10	75	60	15	1	0	216
	5%	21%	5%	1%	8%	6%	2%	<1%	0%	22%
Counselors	33	38	35	5	28	63	1	0	0	77
	3%	4%	4%	1%	3%	6%	0%	0%	0%	8%
Regular Courses and/or Course Work	20	63	23	23	19	43	7	2	0	97
	2%	6%	2%	2%	2%	4%	1%	<1%	0%	10%
Extracurricular Programs	24	85	19	14	15	17	23	1	0	78
	2%	9%	2%	1%	2%	2%	2%	<1%	0%	8%
Career Programs or Courses	4	23	11	13	17	38	5	0	0	43
	0%	2%	1%	1%	2%	4%	1%	0%	0%	4%
Other	19	31	16	3	5	14	23	0	0	43
	2%	3%	2%	0%	1%	1%	2%	0%	0%	4%
Total	475	690	447	106	165	247	81	4	1	978
	49%	71%	46%	11%	17%	25%	8%	<1%	<1%	100%

Percentages and totals are based on respondents.
(Asked of all respondents)

Examining Table 29, above, the most frequently mentioned aid to graduation was teachers (59%). The three most commonly mentioned ways in which teachers assisted were: motivation/discipline (43%), practical help (40%), and moral support (33%). The next most commonly mentioned aid to graduation was students themselves (22%), followed by their parents or other family members (19%). Motivation/ discipline was the most significant way in which students helped themselves (21%), followed by goal setting (8%) and future preparation/planning (6%). Like teachers, parents and family assisted by providing: motivation/discipline (19%), moral support (19%), and practical help (9%).

Table 30: "What at school made it most difficult for you to reach graduation?" by "How or why did this make it difficult to graduate?"

"What at school made it difficult to graduate?"	"How did this make it difficult to graduate?"											Total
	Scheduling Problems	Not Enough Selection	Too Advanced/ Demanding	Not Enough Help	Not Advanced Enough	Bullying/ Unfair Treatment	Peer Pressure/ Distraction	Lack of Motivation/ Discipline	Other	Don't Know	No Response	
Teachers	0	0	13	34	3	29	5	8	26	0	0	81
	0%	0%	2%	5%	0%	4%	1%	1%	4%	0%	0%	12%
Friends or Peers	0	1	4	1	0	16	114	3	12	0	1	124
	0%	0%	1%	0%	0%	2%	17%	0%	2%	0%	0%	19%
Self	4	2	8	0	1	1	2	82	30	0	1	98
	1%	0%	1%	0%	0%	0%	0%	12%	5%	0%	0%	15%
Workload	1	0	76	7	2	3	0	47	23	1	0	120
	0%	0%	12%	1%	0%	0%	0%	7%	4%	0%	0%	18%
Assessments/ Exams	2	4	44	6	2	3	2	6	17	0	0	60
	0%	1%	7%	1%	0%	0%	0%	1%	3%	0%	0%	9%
Courses	15	31	101	20	19	2	6	7	51	0	0	182
	2%	5%	15%	3%	3%	0%	1%	1%	8%	0%	0%	28%
Other	13	2	5	9	1	5	9	10	21	0	1	56
	2%	0%	1%	1%	0%	1%	1%	2%	3%	0%	0%	9%
Total	28	34	219	67	24	46	119	142	149	1	2	657
	4%	5%	33%	10%	4%	7%	18%	22%	23%	0%	0%	100%

Percentages and totals are based on respondents.
(Asked of all respondents)

Examining Table 30, above, the most frequently mentioned barrier to graduation was courses (28%). The most commonly mentioned reasons why courses made it difficult were: they were too advanced/ demanding (15%), there was not enough selection (5%), they were not advanced enough (3%) and there was not enough help (3%). The next most commonly mentioned barriers to graduation were friends or peers (19%), followed by workload (15%). The two main reasons why friends or peers made it difficult to graduate were: peer pressure/distraction (17%), and bullying/unfair treatment (2%). The main reasons why workload was a hindrance to graduation were that it was too advanced/ demanding (12%) and a lack of motivation/discipline (7%).

Summary

Main Activities

More than half of respondents (58%) were attending school full time during the last year. The next most commonly reported activity was "working". These two activities account for nearly 90% of all responses. The percentage of full time school attendance differs between males and females, with nearly 12% more females than males reporting full-time attendance. Similarly, there are consistently more males who report working as their main activity – over 11% more than females. More graduates from the Lower Mainland were attending school full- or part-time than in other regions of British Columbia (66% compared to 49%). Following this trend, fewer graduates from the Lower Mainland reported working as their main activity in the past year (26% compared to 38%).

Over 60% of respondents were working 31 or more hours per week. More males than females were working 31 or more hours per week (69% versus 50%). Similarly, a greater proportion of graduates from outside the Lower Mainland were working more than 31 hours a week (67% compared to 55%).

Of those respondents who were not studying full- or part- time as their main activity last year, nearly 30% report having taken some post-secondary education. Females are a little more likely to have taken some post-secondary education (29%, compared to 27%). A greater proportion of those who had taken some post-secondary education came from the Lower Mainland than from other regions (34% compared to 23%). In total, 74% of all respondents indicated that they had taken some sort of post-secondary education, whether it was a course of the type queried in this question, or regular full- or part-time study.

Examining post-secondary status by gender, just under 4% more females than males reported that they would be returning to post-secondary studies in September. Approximately 2% more females than males reported attending university, and a similar difference was found with regard to university-college attendance. Males were more likely than females to be attending an institute or a college (4% and 1% more likely, respectively). Slightly more respondents from outside the Lower Mainland reported that they would be returning to post-secondary studies in September (74% compared to 70%). A full 15% more respondents from outside the Lower Mainland reported that they were *currently* attending a post-secondary institution. More respondents from the Lower Mainland reported attending a university (41% compared to 27%), while 4% more from outside the Lower Mainland reported attending a college. Those living outside the Lower Mainland were also more likely to attend a private post-secondary institution (9% compared to 5%) or a post-secondary education institution outside of the province (17% compared to 7%), while 5% more respondents from the Lower Mainland reported attending an institute than did their counterparts from outside the region.

When asked about what would be their main activity this coming September, 9% more females than males reported that they would be attending school full time in September 2005. Just over 8% more males than females reported that they would be working. No women reported expecting an apprenticeship in the fall, while 4% of males did. More respondents from the Lower Mainland reported that they expected to be attending post-secondary studies full- or part-time (70% compared to 57%), while more respondents from other regions reported that they expected to be working (12% more).

Preparation for Post-Secondary Education

The percentage of respondents who agreed or strongly agreed that their high school courses helped them decide on a specific program of post-secondary studies is similar for both females and males (44% and 46% respectively), and for those living within and outside of the Lower Mainland (44% and 45% respectively). Approximately one-quarter of all respondents (27%) reported that they strongly disagreed or disagreed with this statement.

Males were a little more likely to agree or strongly agree that their school provided them with information about careers and/or post-secondary training opportunities related to the trades (59% versus 54%), as were respondents living outside the Lower Mainland (57% compared to 54%). When academic preparation for post-secondary education is examined by gender, females responded more positively than males: 75% of females compared to 68%

of males agreed or strongly agreed with this statement. There is no difference in response between males and females agreeing or strongly agreeing that school provided life skills preparation for post-secondary education (60% of respondents in both groups). More respondents from the Lower Mainland agreed or strongly agreed that their high school education had prepared them academically for post-secondary education (73% compared to 69), but very little difference was reported between those respondents from the Lower Mainland and those from other regions who agreed or strongly agreed that their high school education gave them the life skills for post-secondary education (60% and 59% respectively).

When asked how their school might have better prepared them for further education, the most common requests were for better information about the skills needed – e.g. study skills, budgeting (19% of respondents); better information about career options (19% of respondents); better selection of studies/courses (15%); more advanced levels of studies/courses (13%); and more information about program requirements (9%).

Preparation for Employment

When work skill preparation for employment is examined by gender, females had a slightly higher likelihood of agreeing or strongly agreeing with the statement that their high school education gave them the necessary work skills for employment (49% compared to 45%). More females than males agreed or strongly agreed that their high school education gave them the necessary life skills for employment (61% compared to 54%). When work skill preparation is examined by region, more respondents graduating outside of the Lower Mainland report agreeing or strongly agreeing with the statement that their high school education gave them the work skills necessary for employment than respondents in the Lower Mainland (51% compared to 44%). Similarly, 4% more respondents graduating outside of the Lower Mainland reported that their education gave them the necessary life skills for employment, compared to graduates from the Lower Mainland.

When asked how their school might have better prepared them for employment, the most common request was for more opportunities for work experience (22% of respondents); followed by better education about work-related skills (18% of respondents); better career education in school (15%); better education about job search skills (11%); and more trade or work-related and technical courses (10%).

Aids and Hindrances to Graduation

The most frequently mentioned aid to graduation was teachers (59%). The three most commonly mentioned ways in which teachers assisted were: motivation/discipline (43%), practical help (40%), and moral support (33%). The next most commonly mentioned aid to graduation was students themselves (22%), followed by their parents or other family members (19%). Motivation/ discipline was the most significant way in which students helped themselves (21%), followed by goal setting (8%) and future preparation/planning (6%). Like teachers, parents and family assisted by providing: motivation/discipline (19%), moral support (19%), and practical help (9%).

The most frequently mentioned barrier to graduation was courses (28%). The most commonly mentioned reasons why courses made it difficult were: they were too advanced/ demanding (15%), there was not enough selection (5%), they were not advanced enough (3%) and there was not enough help (3%). The next most commonly mentioned barriers to graduation were friends or peers (19%), followed by workload (15%). The two main reasons why friends or peers made it difficult to graduate were: peer pressure/distraction (17%), and bullying/unfair treatment (2%). The main reasons why workload was a hindrance to graduation were that it was too advanced/ demanding (12%) and a lack of motivation/discipline (7%).

Appendix A

2005
B.C. GRADUATE TRANSITION TELEPHONE SURVEY

INTRODUCTION

Hi, my name is _____ and I am calling from R.A. Malatest and Associates Ltd., on behalf of the Ministry of Education. We are conducting a survey of BC secondary school students who graduated one year ago. The purpose of this survey is to assess your transition to either post-secondary education or directly to the workforce. While the survey is voluntary, your participation is important. Your identity will remain anonymous and your answers will only be used for statistical purposes. The survey will take no more than 10 minutes to complete.

May I complete the survey with you now?

1. Yes **[Proceed]**
2. No **[Go to call-back page to schedule appointment]**

SECTION A: Respondent's Main Activity

A1. During the past year, what was your main activity?

[*Surveyor Note:* "Main activity" can be defined as what respondents spend the majority of their time doing. For example, if a respondent spends 40% of his/her time at school, 30% working and 30% volunteering, then their main activity will be attending school.]

[*Surveyor Note*: You do not have to read the list of activities]

[*Surveyor Note*: If respondent indicates that their main activity was attending school, please ask if they were full time or part time. If the respondent is unsure, we will use the following rule; < 3 courses a term is part time and > 3 courses a term is full time]

[Select only ONE main activity]
1. Attending school – full time
2. Attending school – part time
3. Upgrading high school
4. Working
5. Apprenticeship
6. Work and study part time
7. Unemployed & looking for work
8. Unemployed & not looking for work
9. Traveling
10. Volunteering
11. Taking care of family or household/homemaker
12. Long-term illness, sickness or disability
13. Playing sports
14. Other _____ (please specify)

99. No Response

SECTION B: Employment Activity

[If A1=4 or 6 go to B2]

B1. Are you currently working?
1. Yes **[Go to B2]**
2. No **[Go to C1]**
99. No Response

B2. How many hours per week do/did you work on average, at your main job?
1. < 10 hours
2. 11- 20 hours
3. 21- 30 hours
4. 31- 40 hours
5. > 40 hours
8. Don't Know
9. No Response

SECTION C: Post-Secondary Activity

[If A1=1 or 2 or 6 go to C2]

C1. Since graduating from high school, have you at any time taken a post-secondary education, training course or program?
1. Yes **[Go to C2]**
2. No **[Go to D1]**
8. Don't Know
9. No Response

C2. Which of the following best describes your post-secondary status?
1. Completed a post-secondary education, training course or program
2. Returning to post-secondary studies in September
4. Currently attending a post-secondary education, training course or program
8. Enrolled and withdrawn from a post-secondary education, training course or program
10. Other _____(please specify)

[THE ABOVE FOUR OPTIONS WERE READ OUT TO RESPONDENTS. RESPONSES FALLING INTO THE "OTHER" CATEGORY WERE SUBSEQUENTLY RECODED USING THE FOLLOWING OPTIONS:
3. Returning to post-secondary studies in January
5. Post-secondary studies by correspondence
6. Upgrading or completing high school
7. On a waiting list
9. Taking a year off
11. Traveling
12. Volunteering
88. Don't Know
99. No Response]

C3. What post-secondary institution was your education, training course, or program at?

[*Surveyor Note*: If respondent took distance education, ask for the type of institution through which it was taken. If respondent has been to more than one school ask about their LAST school attended]

Universities
1. Royal Road University
2. Simon Fraser University
3. Technical University of BC
4. University of BC

5. University of Northern BC
6. University of Victoria
7. Open Learning Agency, including BC Open University
32. Trinity Western University
33. Thompson Rivers University
35. UBC Okanagan

University-Colleges
8. Kwantlen University-College
9. Malaspina University-College
10. Okanagan University-College
11. University-College of the Cariboo
12. University-College of the Fraser Valley

Colleges
13. Camosun College
14. Capilano College
15. College of New Caledonia
16. College of the Rockies
17. Douglas College
18. Langara College
19. North Island College
20. Northern Lights College
21. Northwest Community College
22. Selkirk College
23. Vancouver Community College
34. Okanagan College

Institutes
24. British Columbia Institute of Technology
25. Emily Carr Institute of Art & Design
26. Institute of Indigenous Government
27. Justice Institute of British Columbia
28. Nicola Valley Institute of Technology

Other
29. A private BC post-secondary training institution
30. A post-secondary education institution outside of BC
31. Other _____ (please specify)

SECTION D: Opinion of Secondary School

D1. For the next few questions we would like you to think of your last 4 years in the BC school system.

[*Surveyor Note*: If respondents have been attending school in BC for less than 4 years, ask them to think only about the time that they were in the BC school system]

a. (i) What at school was <u>most important</u> in helping you reach graduation?

1. Teachers	
2. Friends	
3. Parents/other family members	
4. Self	**[Do not allow "3" from (ii)]**
5. Counselors	
6. Regular courses and/or schoolwork	**[Do not allow "1" or "3" from (ii)]**
7. Extracurricular programs or activities	**[Do not allow "1" or "3" from (ii)]**
8. Career programs or courses	**[Do not allow "1" from (ii)]**

9. Other (please specify: _____)

(ii) In what way did this help you reach graduation?

[*Surveyor Note*: Allow a maximum of three responses; do not read list.]

1. Moral support
2. Motivation/discipline/time management
3. Practical help
4. Practical skills
5. Goal setting
6. Future preparation/planning
7. Other (please specify: _____)

(iii) [To be asked ONCE] Is there anything else you would like to mention that was important in helping you reach graduation?
1. Yes **[Cycle through a(i) and a(ii) again]**
2. No **[Go to b(i)]**

b. (i) What at school made it <u>most difficult</u> for you to reach graduation?

1. Teachers	**[Do not allow "1" or "7" from (ii)]**
2. Friends or peers	**[Do not allow "1", "3", "5", or "8" from (ii)]**
3. Self	**[Do not allow "1" through "7" from (ii)]**
4. Workload	**[Do not allow "1", "2", "6", or "7" from (ii)]**
5. Assessments/Exams	**[Do not allow "1" from (ii)]**
6. Courses	**[Do not allow "6", "7", or "8" from (ii)]**

7. Other (please specify: _____)

(ii) In what way did this make it difficult for you to reach graduation?

[*Surveyor note*: Allow a maximum of three responses; do not read list.]

1. Scheduling problems
2. Not enough selection/variety
3. Too advanced or too demanding
4. Not enough help
5. Not advanced enough
6. Bullying/unfair treatment
7. Peer pressure/distractions
8. Lack of motivation/discipline/time management
9. Other (please specify: _____)

(iii) [To be asked ONCE] Is there anything else you would like to mention that made it difficult for you to reach graduation?
1. Yes **[Cycle through b(i) and b(ii) again]**
2. No **[Go to D2]**

D2. We would like to get your opinion about how you feel your high school education has aided you in your decisions about your future post-secondary education and/or employment plans. Using a scale of one to five, where one is strongly disagree and five is strongly agree, please indicate your level of agreement with the following statement:

[Go to D2a if A1=1 or 2 or 6 or C1=1 otherwise go to D2b]

Statement	Strongly Agree	Agree	Neutral	Somewhat Disagree	Strongly Disagree	Don't Know	No Response
a. The courses and programs I took in high school helped me decide on a specific program of post-secondary studies.							
b. My school provided me with information about careers and/or postsecondary training opportunities related to the trades (e.g., construction, mechanics, electricians, bakers, hair stylists, cooks, etc.).							
c. My high school education prepared me academically for post-secondary education.							
d. My high school education gave me the necessary life skills for post-secondary education (e.g., communication skills, time-management skills, budgeting skills, etc.).							
e. What could your school have done to better prepare you for further education? [*Surveyor Note*: respondent may choose up to three responses.] [*Surveyor Note*: CATI will be programmed to permit only one response if "1" is chosen.]	1. Nothing (I am happy with my preparation for post-secondary) 2. Better selection of studies/courses 3. More advanced levels of studies/courses 4. Better information about career options 5. Better information about how to apply 6. Better information about the requirements for programs 7. Better education about skills needed (studying, budgeting, etc.) 8. Other (please specify: _____)						
f. My high school education gave me the necessary work skills for employment.							
g. My high school education gave me the necessary life skills for employment. (e.g., communication skills, time management, budgeting skills, etc.)							
h. What could your school have done to better prepare you for employment? [*Surveyor Note*: respondent may choose up to three responses.] [*Surveyor Note*: CATI will be programmed to permit only one response if "1" is chosen.]	1. Nothing (I am happy with my preparation for employment) 2. More opportunities for work experience 3. Better career education in school (career options, etc.) 4. Better information about how to find a job 5. Better education about job search skills (resumes, interviews, etc.) 6. Better education about work-related skills (communication, organization, etc.) 7. More trade- or work-related and technical courses 8. Other (please specify: _____)						

SECTION E: Expected future activity

E1. What do you expect your main activity will be this coming September? [September 2005]

[*Surveyor Note*: main activity can be defined as what the respondent predicts that they will spend the majority of their time doing]

[*Surveyor Note*: you do not have to read the list of activities]

[*Surveyor Note*: If respondent indicates that their main activity will be attending school, please ask if they are going to be full time or part time. If the respondent is unsure, we will use the following rule; < 3 courses a term is part time and > 3 courses a term is full time]

[Select only ONE main activity]
1. Attending school – full time
2. Attending school – part time
3. Upgrading high school
4. Working
5. Apprenticeship
6. Work and study part time
7. Unemployed & looking for work
8. Unemployed & not looking for work
9. Traveling
10. Volunteering
11. Taking care of family or household/homemaker
12. Long-term illness, sickness or disability
13. Playing sports
14. Other _____ (please specify)

88. Don't Know
99. No Response

THAT COMPLETES THE SURVEY.
THANK YOU VERY MUCH FOR YOUR PARTICIPATION!

Appendix B

Table 31: "What could your school have done to better prepare you for further education?"

	Responses		Percent of Cases
	Frequency	Percent	
Nothing (I am happy with my preparation)	248	20%	25%
Better selection of studies/courses	149	12%	15%
More advanced levels of studies/courses	127	10%	13%
Better information about career options	185	15%	19%
Better information about how to apply	37	3%	4%
Better information about the requirements for programs	94	8%	9%
Better education about skills needed	187	15%	19%
Other	142	12%	14%
Don't know	50	4%	5%
No response	13	1%	1%
Total	1232	100%	123%

0 Missing cases; 1000 valid cases
(asked of all respondents)

Table 32: What could your school have done to better prepare you for employment?

	Responses		Percent of Cases
	Frequency	Percent	
Nothing (I am happy with my preparation	312	25.0%	31.2%
More opportunities for work experience	221	17.7%	22.1%
Better career education in school	149	11.9%	14.9%
Better information about how to find a job	42	3.4%	4.2%
Better education about job search skills	107	8.6%	10.7%
Better education about work-related skills	175	14.0%	17.5%
More trade- or work-related and technical courses	96	7.7%	9.6%
Other	68	5.5%	6.8%
Don't know	65	5.2%	6.5%
No response	12	1.0%	1.2%
Total	1247	100.0%	124.7%

0 missing cases; 1000 valid cases
(asked of all respondents)